Marking Rubric for “Blogging for Ms. Frizzle” Assignment

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| **Criteria** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| 1. 1 1+ | 1. 2 2+ | 1. 3 3+ | 1. 4 4+ |
| Clarity of response and level of understanding  *(Communication and Knowledge/Understanding)* | Responses for Blog # 1 have no clear stance and do not speak to one particular point of view. Limited understanding of content is demonstrated. Adequate supporting information is not included. | Responses for Blog # 1 have a clear stance and meet most requirements of what should be included. Adequate supporting information is not included. | Responses for Blog # 1 have a clear stance and meet all requirements for what should be included. Explanation is accurate and detailed. Supporting information is included. | Responses for Blog # 1 are detailed and show evidence of sophisticated understanding (e.g. use of analogies, examples and complex vocabulary). Supporting information is included. |
| Blog # 2 – making connections  *(Thinking/Investigation and Application)* | Blog # 2 discusses a topic that has little connection to biological and industrial systems. The topic has been previously discussed by another student. No direct connection to course content was made. | Blog # 2 discusses a topic that has adequate connection to biological or industrial systems. The topic has not been previously discussed by another student. No direct connection to course content was made. | Blog # 2 discusses a relevant topic that has a clear connection to biological or industrial systems. The topic has not been previously discussed by another student. No direct connection to course content was made. | Blog # 2 discusses a current, relevant topic that makes a clear connection to biological or industrial systems. The topic has not been previously discussed by another student. A direct connection to course content was made. |
| Use of resources  *(Thinking/Investigation)* | Only uses one type of resource (i.e. only internet) that does not clearly support blog entries. | Uses two types of resources that somewhat support blog entries. | Uses at least three types of resources effectively to support blog entries. | Uses an extensive number of resources (4+) to support blog entries. |
| Blog student responses  (entry # 3)  (*Communication*) | Communicates information and ideas with limited clarity and precision. Only responds to one post. | Communicates information and ideas with some clarity and precision. Responds to 2 posts. | Communicates information and ideas with considerable clarity and precision. Responds to 3 posts. | Communicates information and ideas with considerable clarity and precision. Responds to 4+ posts. |
| Use of Scientific Language  (*Communication)* | Inaccurate use of equilibrium terms from the unit. | Somewhat accurate use of equilibrium terms from the unit. | Accurate use of equilibrium terms from the unit. | Accurate and extensive use of equilibrium terms from the unit. |
| Creativity and use of medium  *(Application)* | Shows little creativity in order to communicate answers and opinions (only 1 picture, video OR audio file is used) on only 1 occassion. | Shows some creativity in order to communicate answers and opinions (1 type of audio or visual representation are used on multiple occassions). | Shows substantial creativity in order to communicate answers and opinions (2 types of audio or visual representation are used on multiple occassions). | Creatively uses the blog to its fullest extent in order to communicate answers, opinions and blog responses (i.e. use of pictures, audio, videos, etc.) on multiple occasions. |